



Oxford Cambridge and RSA

Cambridge National

Sport Science

R180/01: Reducing the risk of sport injuries and dealing with common medical conditions

Level 1/2 Cambridge National Certificate/Award/Diploma

Mark Scheme for January 2025

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')

- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response:
To determine the level – start at the highest level and work down until you reach the level that matches the answer
To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotation	Meaning
✓	Correct response
x	Incorrect response
BOD	Benefit of doubt
IRRL	Irrelevant
REP	Repetition
VG	Vague
?	Unclear
K	Knowledge and understanding – used when marking an 8-mark question
DEV	Development – used when marking an 8-mark question
EG	Example – used when marking an 8-mark question
S	Sub-max for question reached
L1	Level 1 – used at the end of an 8-mark question to state the level of the response
L2	Level 2 – used at the end of an 8-mark question to state the level of the response
L3	Level 3 – used at the end of an 8-mark question to state the level of the response
SEEN	Used for NR (no response)
BP	Blank page

1. **Subject Specific Marking Instructions**

Question		Answer	Mark	Guidance
1	(a)	<p>One mark each for:</p> <ol style="list-style-type: none"> 1. Coughing 2. Wheezing / whistling noises 3. Shortness of breath / breathlessness / difficult to breathe / breathing heavy or faster or slower breathing 4. Tightness in the chest / chest pain 	2	<p>Refer to Marking Instructions (P3) Short Answer Questions</p> <p>Accept: other relevant symptoms of asthma</p> <p>https://www.nhs.uk/conditions/asthma/symptoms/</p> <p>Out or lack of breath = Point 3 BOD</p> <p>Blue lips / fingers / skin = 1 Fatigue / tiredness / exhaustion = 1 Drowsiness / confusion = 1 Dizziness / light headed / fainting = 1</p> <p>Do not accept: Tightness of breath = VG Airway narrower = VG Weak lung capacity = VG Panic / stress = VG Red skin / dry lips = VG</p>

Question		Answer	Mark	Guidance
1	(b)	<p>One mark for:</p> <ol style="list-style-type: none"> 1. Reassurance / calm them down 2. Inhalers / pump 3. Nebulisers 	2	<p>Refer to Marking Instructions (P3) Short Answer Questions</p> <p>Accept: other relevant treatments for asthma https://www.nhs.uk/conditions/asthma/treatment/</p> <p>Sit them upright / don't lie them down = 1 Loosen tight clothing = 1 Encourage them to take slow / steady or deep breaths / control breathing / get their breath / breathing exercises = 1 Steroids / LTRAs = 1 Give a hot / caffeinated beverage = 1 Oxygen therapy = 1</p> <p>Do not accept: Oxygen / oxygen mask = VG Surgery = VG Reliever / preventer (on its own) = VG Lifestyle changes = VG Medication / tablets = VG Try to avoid triggers / avoid open space / stop activity = VG Relaxing = VG</p>

Question		Answer	Mark	Guidance														
2		<p>One mark for:</p> <p>Ibuprofen / paracetamol / aspirin</p>	1	<p>Refer to Marking Instructions (P3) Short Answer Questions</p> <p>Credit phonetic spellings</p> <p>Accept: Other relevant painkillers and examples such as Nurofen / Calprofen / Panadol / Calpol / morphine / tramadol / naproxen = 1</p> <p>Do not accept: Antibiotics = X</p>														
3	(a)	<p>Three marks for:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>S</td> <td>SEE</td> </tr> <tr> <td>A</td> <td>Ask</td> </tr> <tr> <td>L</td> <td>Look</td> </tr> <tr> <td>T</td> <td>TOUCH</td> </tr> <tr> <td>A</td> <td>Active</td> </tr> <tr> <td>P</td> <td>PASSIVE</td> </tr> <tr> <td>S</td> <td>Strength</td> </tr> </tbody> </table>	S	SEE	A	Ask	L	Look	T	TOUCH	A	Active	P	PASSIVE	S	Strength	3	
S	SEE																	
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Question		Answer	Mark	Guidance
3	(b)	<p>One mark for:</p> <p>Put weight on limb / stand up / perform movements used in the game / continue to play / have a jog or walk</p>	1	<p>Accept: Other relevant ways a coach could check the 'strength' part of SALTAPS e.g. pushing against (hand of coach etc) / testing resistance of injury or applying pressure = BOD</p> <p>Do not accept: See if they can move limb / see if they are active / ask if they can move injury = VG Lift some weights / do push ups = VG</p>
4		<p>Three marks for:</p> <ol style="list-style-type: none"> 1. Motivation 2. Arousal 3. Anxiety / stress / depression 4. Confidence 5. Aggression / anger 	3	<p>Refer to Marking Instructions (P3) Short Answer Questions</p> <p>Accept: Any other relevant psychological factors that could influence injury</p> <p>Accept: Nerves / scared / fear / worry / sadness = Point 3 BOD</p> <p>Accept: Concentration = BOD</p> <p>Do not accept: Mental strategies e.g. mental rehearsal = VG Mindset = VG</p>

Question		Answer	Mark	Guidance
5		<p>Four marks for:</p> <ol style="list-style-type: none"> 1. Electrotherapy 2. Hydrotherapy 3. Cryotherapy 4. Contrast therapy 5. Massage (therapy) 6. Ultrasound (therapy) 7. Compression (therapy) 8. Physio / physical / stretch (therapy) 9. Thermotherapy 	4	<p>Accept: Any other relevant types of therapy that can be used to rehabilitate injuries Electromagnetic = Point 1 BOD Water therapy = Point 2 BOD Ice / cold (therapy) = Point 3 BOD Heat (therapy) = Point 9 BOD</p> <p>Accept: Phonetic spellings e.g. chyrotherapy / cyrotherapy</p> <p>Do not accept: Chemotherapy / radiotherapy / X-rays = X Taping / bandaging / cast etc = VG Cryptotherapy = VG Hypertherapy / Hypotherapy = VG</p>
6	(a)	(i) <p>One mark for:</p> <p>Knee</p>	1	<p>Accept: Patella = BOD</p> <p>Do not accept: Ligament = VG Legs = VG</p>
6	(b)	(ii) <p>One mark for:</p> <p>Sudden trauma / instant or immediate contact OR relevant sporting examples e.g. tackling / collisions / falling or slip over / being hit with equipment</p>	1	<p>Do not accept: Types of injuries on its own e.g. sprains</p> <p>Accept: Happens suddenly = BOD Player going over their range of movement = BOD</p> <p>Do not accept: Direct aggression = VG</p>

Question		Answer	Mark	Guidance
6	(c)	<p>Three marks for:</p> <ol style="list-style-type: none"> 1. Strains 2. Sprains 3. Abrasions / grazes 4. Cuts / lacerations 5. Contusions / bruises 6. Blisters 7. Fractures 8. Dislocations 9. Concussion 	3	<p>Accept: Other relevant types of acute injury</p> <p>Do not accept: ACL (in question)</p> <p>Do not accept: More than one type eg Open fracture and closed fracture = REP (1 mark only – question asks for different)</p> <p>Skin damage = VG</p> <p>Accept: Pulled / torn muscle or tendon = Point 1 BOD Torn ligament = Point 2 BOD Open wound = Point 4 BOD Breaks = Point 7 BOD Cramp = BOD MCL = BOD</p>

Question	Answer	Mark	Guidance
7	<p>Four marks for:</p> <ol style="list-style-type: none"> 1. Knowledge of techniques / teaching techniques or training methods / incorrect technique 2. Knowledge of rules / regulations 3. Experience / confidence 4. Communication 5. Supervision / attention 6. Ethical standards / behaviour 7. Helps to control arousal / aggression / use of mental strategies 	4	<p>Accept: Any other relevant ways a coach could influence the risk of injury occurring</p> <p>Accept: Reference to positive or negative ways (Question is influence)</p> <p>Accept: Relevant examples of each mark point e.g. Putting or not putting players in same age / gender etc = Point 2</p> <p>Accept: Not telling them they are performing a skill incorrectly / explaining a technique correctly / shouting at players / being too quiet = Point 4 BOD</p> <p>Not using correct equipment / using protective equipment / not carrying out risk assessments / over training players / telling players to be aggressive / encouraging use of PEDs / ensuring area is safe / putting equipment away / putting pressure on players / increase levels of motivation on players / not warming up players / using dangerous drills etc = Point 6</p> <p>Do Not Accept:</p> <p>Protective or faulty equipment (on its own) = VG</p> <p>Lack of knowledge / wrong tactics = VG</p> <p>Bad or poor coaching / not training properly = VG</p> <p>Performance enhancing drugs (on its own) = VG</p> <p>Aggression (on its own) = VG</p> <p>Low arousal = VG (needs to be lower arousal or equivalent)</p> <p>Instructing the wrong advice = VG</p>

Question		Answer	Mark	Guidance
8	(a)	<p>One mark for:</p> <p>(d) 38°c</p>	1	
8	(b)	<p>One mark for:</p> <p>(b) Drink plenty of water</p>	1	
9	(a)	<p>Two marks for type of activity and two marks for example:</p> <ol style="list-style-type: none"> 1. Contact / combat activities (rugby / boxing) 2. Can cause injury due to collisions / tackles / or getting hit 3. Non-contact activities (dance / gymnastics) 4. Can cause injury by falls or poor landings 5. Dangerous activities (mountain biking / skiing) 6. Can cause risk of injury due to extreme hazards / falling over 7. Striking / throwing activities (cricket / javelin) 8. Can cause injury through being hit / overuse 9. High impact / jumping activities (crossfit / high jump) 10. Can cause injury due to damage / stress on joints 11. Repetitive activities (golf / running / tennis) 12. Can cause overuse injuries / too much exercise or repetition of movement 13. Activities involving lifting (weightlifting) 14. Lifting weights that are too heavy 	4	<p>Do not accept: Examples if no mark for type of activity. Use SEEN if example but no link to activity.</p> <p>NB: Naming of sports are not types of activity</p> <p>Accept: Other relevant explanations for different types of activity such as a high jumper can get injured through a poor landing</p> <p>Explanation must link with the type of activity such as a contact sport (1 mark) which can cause injury by players falling over (TV as response needs to link with tackles or equivalent)</p> <p>Accept opposites: A non-contact sport (1 mark) such as dance has less chance of injury due to no tackling (1 mark)</p>

Question		Answer	Mark	Guidance
9	(b)	<p>Four marks for:</p> <p>Other performers: Dropping weights onto other performers feet / not spotting correctly and weight falls / encouraging to lift weights that are too heavy / standing too close and collision when exercising / leaving weights out to trip over</p> <p>Clothing: Loose clothing that gets caught in equipment or exercise machines / tight clothing that restricts movement</p> <p>Footwear: Wearing trainers with no grip that causes performers to slip / too tight causes rubbing / no ankle support and fall over</p> <p>Equipment: Dropping weights / getting limbs caught in rowing machines / lifting weights that are too heavy / left out equipment and trip over</p>	4	<p>Do not accept: Repeat responses e.g. dropping weights for other performers and equipment = REP (Question asks for different ways)</p> <p>Accept: Practical examples that relate to the factor e.g. other performers behaviour (encourage / immature / too loud) / baggy clothing / tight footwear / faulty equipment) OR examples that relate to a fitness gym e.g. weights / exercises / skipping / form / treadmills / machines etc)</p> <p>Accept: Practical examples of inappropriate clothing e.g. jeans and footwear e.g. sandals BUT responses need a description of the way it could cause injury e.g. dropping / falling / slipping / lose focus / getting caught / lifting / make errors etc</p> <p>Accept: Practical examples that use extrinsic factors e.g. Other performers: Drop equipment = 1</p> <p>Do not accept: Practical examples that repeats same extrinsic factor in stem: e.g. Equipment: Dropping equipment = VG Inappropriate clothing / footwear (on its own) = VG</p> <p>Do not accept: Named injuries (on its own) as causes e.g. tight shoes cause blisters = VG (needs rubbing or equivalent)</p> <p>Do not accept: Incorrect use of machine (on its own) for other performers = VG</p> <p>Do not accept: Responses for equipment that describes incorrect use of the equipment by the performer = VG</p>

Question		Answer	Mark	Guidance
10	(a)	<p>Two marks for:</p> <p>1. Performance equipment is used to play or participate in the sport</p> <p>2. Protective equipment is used to help keep performer safe / less chance of harm / decrease risk of injury</p>	2	<p>Do not accept:</p> <p>Performance equipment needed to perform in the sport / helps performer to play their best = VG</p> <p>Protective = protects the player from harm / prevents injury OR helps protect the injury = VG (REP of wording - protect / protection)</p> <p>Accept:</p> <p>Performance = equipment you use = BOD</p> <p>Protective = <u>Helps</u> prevent injury or equivalent = 1</p>
10	(b)	<p>Two marks for:</p> <p>Performance – ball / bat / stumps or wickets</p> <p>Protective – helmet / box or cup / pads / arm or leg or chest or thigh guard / gloves</p>	2	<p>Accept: Other relevant pieces of performance and protective equipment for <u>cricket</u></p> <p>Accept:</p> <p>Protective: Gumshield / faceguard = BOD</p> <p>Do not accept:</p> <p>Protective: Headguard = VG Padded clothing = VG</p>

Question		Answer	Mark	Guidance										
11	(a)	<p>Four marks for components and four marks for examples:</p> <table border="1"> <thead> <tr> <th>Component</th> <th>Practical example</th> </tr> </thead> <tbody> <tr> <td>1. Pulse raiser</td> <td>Gentle jogging / skipping</td> </tr> <tr> <td>2. Dynamic stretching</td> <td>Lunges / groin walk / high kicks / open or closing the gates</td> </tr> <tr> <td>3. Mobility</td> <td>Arm swings / hip circles / ankle rotations / open or closing the gates</td> </tr> <tr> <td>4. Skill rehearsal</td> <td>Passing / catching / dribbling / shooting / 3 v 3</td> </tr> </tbody> </table>	Component	Practical example	1. Pulse raiser	Gentle jogging / skipping	2. Dynamic stretching	Lunges / groin walk / high kicks / open or closing the gates	3. Mobility	Arm swings / hip circles / ankle rotations / open or closing the gates	4. Skill rehearsal	Passing / catching / dribbling / shooting / 3 v 3	8	<p>NB: No mark for component then no mark for example</p> <p>Do not accept: practical examples for skill rehearsal that don't match the physical activity e.g. heading in hockey / dribbling in tennis</p> <p>Static stretching / stretching = VG</p> <p>Accept: components in any order</p> <p>Accept: Other relevant examples / exercises for each component e.g. Feed the chickens for dynamic stretching</p> <p>Star jumps = VG</p> <p>Accept: Dynamic movement (component) & shuttle runs / zig zag running (example)</p>
Component	Practical example													
1. Pulse raiser	Gentle jogging / skipping													
2. Dynamic stretching	Lunges / groin walk / high kicks / open or closing the gates													
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Question		Answer	Mark	Guidance
11	(b)	<p>One mark for:</p> <p>1. (Increase) motivation e.g. player will be more determined / committed / have more self-belief</p> <p>2. Increased / heighten / control of arousal e.g. a cyclist being alert</p> <p>3. Anxiety / stress control e.g. a gymnast not being worried about performing their routine</p> <p>4. (Increases) confidence / increase positive thoughts / decrease in negative thoughts e.g. rugby player thinking they are going to play well</p> <p>5. Controlling aggression levels e.g. boxer not using their elbow / head</p> <p>6. (Improved) concentration / focus e.g. ice hockey player will ignore the crowd</p> <p>7. Use of mental rehearsal / mentally prepared e.g. skier going through the course in their head</p>	1	<p>Do not accept: Any responses without practical example = VG</p> <p>Accept: Any example that refers to player / game / performer / ball / skills / tackling / performance / sport / game etc</p> <p>Do not accept: Get into the right mindset / frame of mind / ready for the game = VG Anxiety on it's own = VG (question is benefit)</p> <p>Accept: Improve mood = BOD (Point 3)</p> <p>Accept: Reference to better / help performance etc for all examples</p> <p>Accept: Reaction time is improved / quicker = BOD</p>
12	(a)	<p>One mark for:</p> <p>Abrasion / graze</p>	1	Accept: Cuts / laceration = BOD
12	(b)	<p>One mark for:</p> <p>Bruise / contusion</p>	1	Accept: Black eye = BOD
12	(c)	<p>One mark for:</p> <p>Blister</p>	1	

Question		Answer	Mark	Guidance
13		<p>One mark for example and two marks for description:</p> <p>(e.g.) Tendonitis / epicondylitis / tennis elbow or golfers elbow / shin splints / stress fractures</p> <p>(description)</p> <ol style="list-style-type: none"> 1. Overuse / too much or excessive training 2. Develop gradually over a period of time / overtime 3. Repetitive or continuous movement or stress 	3	<p>Accept: Other relevant chronic injuries e.g. swimmers shoulder</p> <p>Accept: Cramp / blister = BOD</p> <p>NB Description must link to named chronic injury e.g. Repetitive running for tennis elbow = VG</p> <p>Accept: Examples that suggest repetitive or continuous actions e.g. Running long distances / hitting a ball lots of times / run every day = Point 3 BOD</p> <p>Overwork / overdo = Point 1 BOD Running on hard surfaces = 1 Poor technique = 1</p> <p>Accept: Other relevant ways how chronic injuries can occur.</p>

Question		Answer	Mark	Guidance
14	(a)	<p>Three marks for environmental factors (odd number) and three marks for example (even numbers):</p> <p>1. Weather conditions 2. (e.g) foggy and colliding with posts or not seeing pot holes on the running track OR rain making ground slippy / rain causing players to slip</p> <p>3. Temperature conditions 4. (e.g.) A fitness suite being too warm / humid / no air conditioning and an aerobics participant collapses</p> <p>5. (Playing) surface 6. (e.g) rugby player slipping over due to wet pitch or tennis player tripping up or falling on litter on the court OR a player falling due to uneven ground</p> <p>7. Surrounding area 8. (e.g.) a football player sliding into the advertising boards after a tackle</p> <p>9. Human interaction 10. (e.g.) sparring partners in taekwondo or basketball players being too aggressive and pushing a player to the floor OR (e.g.) a football referee not punishing dangerous fouls OR (e.g.) a hooligan running onto the pitch and punching a player OR throwing coins onto the pitch OR chanting makes players more aggressive</p>	6	<p>Accept: Relevant examples as environmental factor (odd numbers) such as: Rain = BOD 1 (Weather) (Too) cold = BOD 1 (Temperature) Pitch / ground / floor = BOD 1 (Surface) Fences / advertising boards = BOD 1 (Surrounding area) Other participants / officials / spectators = BOD 1 (Human interaction)</p> <p>Accept: Rolling ankle as falling / tripping</p> <p>Accept: Other relevant examples (even numbers) of how each factor could cause an injury when playing sport e.g. falling on hard surface</p> <p>Accept: Climate under weather / temperature only once</p> <p>Accept: Examples of too hot / too cold under weather e.g. Weather: Can cause heat exhaustion if too hot = BOD</p> <p>Accept: Medical conditions as injuries = BOD</p> <p>Accept: If factor VG / REP - credit any relevant different factor if evident in example</p>

Question		Answer	Mark	Guidance
14	(b)	<p>Two marks for two of:</p> <ol style="list-style-type: none"> 1. Correct umpiring / good knowledge of rules / adhering to rules or regulations / making correct or unbiased decisions during a game 2. Encouraging sportsmanship / fair play 3. Giving appropriate sanctions / cards for fouls during a hockey match 4. Clear or efficient communication skills such as players are able to understand instructions during a short / penalty corner 5. Checking clothing / footwear such as appropriate trainers being worn when playing hockey on 3G 6. Responding to weather conditions / other environmental factors such as calling the hockey game off when weather conditions make the game unsafe 7. Checking playing surface is safe to play 8. Checking players are wearing protective equipment such as shin / ankle guards 9. Official performing their own warm up / mentally preparing before a game / wearing correct footwear 	2	<p>Do not accept: Responses that refer to the official causing injury e.g. poor umpiring may cause injury (Question asks for responses that can lower the chances of injury)</p> <p>Accept: Terminology that links to hockey e.g. players, tackling, hitting, fouls, decision making / rules etc</p> <p>Responses may also refer to specific hockey terminology e.g. drag flicking / undercutting / raising the ball dangerously / deliberately hitting the ball into an opponent</p> <p>Accept: Other relevant ways how an official can lower the chances of injury during a game</p> <p>Do not accept: Responses that occur after the injury has already taken place e.g. stopping play when a player has been hit in the head with a stick = VG</p> <p>Risk assessment (on its own) = VG (needs to be carrying out / performing a risk assessment)</p> <p>Accept: Enforcing / ensuring or equivalent e.g. ensuring rules are followed by players (Point 1), making sure players are wearing protective equipment (Point 8) etc</p>

Question	Answer	Mark	Guidance
15*	<p><u>Levels of response</u></p> <p>All level descriptors describe the TOP of the level.</p> <p>Level 3 (7-8 marks) A strong balanced discussion which demonstrates detailed discussion on individual variables. The discussion uses appropriate context about how some individual variables can influence others. Knowledge points are developed and supported with a range of practical examples on how NGBs can reduce the chances of injury occurring.</p> <p>Level 2 (4-6 marks) A discussion which shows some discussion on individual variables. Some use of appropriate context between how some individual variables can influence others. Some knowledge points are developed and supported with practical examples on how NGBs can reduce the chances of injury occurring.</p> <p>Level 1 (1-3 marks) A basic discussion which shows limited discussion on individual variables. May use some appropriate context about how some individual variables can influence others. Knowledge points are not developed and/or supported with limited practical examples or none at all on how NGBs can reduce the chances of injury occurring.</p>	8	<p>Level 3 (7-8 marks) A thorough discussion which: - shows detailed knowledge and understanding - analyses the points made, showing logical reasoning throughout - reaches a justified conclusion (where one is required) - consistently uses appropriate terminology.</p> <p>Level 2 (4-6 marks) A response adequate discussion: - shows sound knowledge and understanding - analyses the points made, may show some logical reasoning - uses some appropriate terminology.</p> <p>Level 1 (1-3 marks) A basic discussion: - shows limited knowledge and understanding - limited analysis of points made; may lack logic - limited or no use of appropriate terminology. 0 = nil response or no response worthy of credit.</p> <p><u>Indicative content:</u> Candidate responses are likely to include: (relevant responses not listed should be acknowledged)</p> <p>Numbered points = knowledge / understanding</p> <p>Bullet points = likely to be development of knowledge</p>
			0 = nil response or no response worthy of credit.

KU	DEV
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1. Gender	<ul style="list-style-type: none"> • Males generally stronger than females (Fitness link) • Females generally more flexible than males (Fitness link)
2. Age	<ul style="list-style-type: none"> • Elderly performers / young children are generally weaker / slower than young adults (Fitness link) • Elderly performers may have more experience / better technique than children as they have been practicing longer (Experience / technique link) • More likelihood of medical conditions when elderly (Medical conditions link)
3. Experience	<ul style="list-style-type: none"> • The less experience a performer has then their technique will not be as well learned / knowledge of rules or tactics may not be lacking (Technique link) • A younger performer may not have as much experience (Age link)
4. Weight	<ul style="list-style-type: none"> • Obese performer may have poor diet (Nutrition link) • Obese performer more risk of suffering medical conditions / diabetes (Medical conditions link) • Underweight performers may have increased risk of recurring injuries (Recurring injuries link)
5. Fitness levels	<ul style="list-style-type: none"> • Unfit performer may carry more body weight / fat (Weight link) • High fitness levels could lead to overuse injuries if overtraining (Recurring injuries link)
6. Technique / ability	<ul style="list-style-type: none"> • Incorrect technique maybe caused due to lack of experience (Experience link) • Older performers may have a better technique as they have had more practice (Age link)
7. Nutrition / hydration	<ul style="list-style-type: none"> • Eating too much or poor diet may cause performer to put on weight and lower levels of fitness and / or develop diabetes (Link with weight / fitness / medical conditions)
8. Medical conditions	<ul style="list-style-type: none"> • Diabetes can form in later life (Age link) • Some medical conditions cause performers to become tired (Sleep link)
9. Sleep	<ul style="list-style-type: none"> • Lack of sleep may cause performers to have poor techniques due to tiredness (Techniques link)
10. Previous / recurring injuries	<ul style="list-style-type: none"> • Injuries could cause reversibility and performers loss of fitness so become weaker (Fitness link) • Past injuries could cause poor technique (Technique link)
11. Psychological factors	<ul style="list-style-type: none"> • Aggression can lead to poor technique (Technique) • Lack of sleep can lead to poor motivation (Sleep link)
<p>Credit other relevant links between different individual variables Credit opposites e.g. males are generally less flexible than females (Gender & Fitness link) Multiple credit can be awarded if separate links made across same individual variable (see Point 7. Nutrition) Accept: Reference to education / knowledge of activity to experience / age</p>	
<p>Ways National Governing Bodies Can Reduce injury</p>	

KU	EG
Introduce new rules to the playing of the game to aid safety of performer	Football - reducing heading the ball in training Rugby – high tackles
Awareness or research of injuries / medical conditions occurring in sport	Concussion / dementia occurring in contact sports such as football and relevant changes to rules introduced
Change rules on protective or performance equipment	Ice Hockey / cricket – changes in design of helmet Football - use of technology and the design of footballs / goalposts
Provide guidance / rules for different individuals playing against each other	Age related competitions Gender competition regulations in contact sports
Provide education for local football clubs / schools	Guidance on boys and girls playing against each other
Enforcing rules / player conduct guidance / refereeing qualifications / trained referees	Referees sending off players for dangerous tackles Players being banned
Guidance or development of relevant coaching courses	What skills can be delivered in gymnastics / trampolining with different levels of qualification
Guidance on maintenance / safety of playing surfaces	Advice on courts / 4G surfaces
Introduce (new) formats of the game / competitions for specific individuals	Walking football for the elderly / less fit individuals
Appointment of a 'Duty of Care Guardian'	To deliver information about potential medical issues
Accept: Credit other relevant ways / examples a National Governing Body can reduce injury.	

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